R E P O R T R E S U M E S

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TEAM TEACHING WITH THE TRAINABLE CHILD, A PILOT PROGRAM.

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WORCHESTER PUBLIC SCHOOLS, MASS.

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AN EVALUATION OF THE CURRICULUM AND ORGANIZATION OF THE BLOOMINGDALE SCHOOL FOR TRAINABLE CHILDREN, WORCESTER, MASSACHUSETTS, WAS MADE BY A COMMITTEE INCLUDING TEACHERS, THE PRINCIPAL, AND AN ADMINISTRATOR OF SPECIAL EDUCATION. FOLLOWING A SURVEY OF THE LITERATURE ON TEAM TEACHING OF THE HANDICAPPED, THE SLOVER SCHOOL, FONTANA, CALIFORNIA, WAS USED AS A MODEL FOR PROPOSED CHANGES. GENERAL OBJECTIVES, ADVANTAGES AND DISADVANTAGES, SAMPLE TIME SCHEDULES, AND CLASS ASSIGNMENT TABLES ARE GIVEN FOR THE PLANNED INTERCHANGE OF CHILDREN ACCORDING TO ABILITIES AND NEEDS. BASIC OBJECTIVES ARE NOTED. THE CURRICULUM IS DEVELOPED ABOUT A FLUID PROGRAM GEARED TO THE DEVELOPMENT OF SOCIAL COMPETENCE IN FIVE TEACHING AREAS--ART, HOME ARTS, LANGUAGE, MUSIC, AND READINESS. GENERAL AND SPECIFIC AIMS AND SUGGESTED ACTIVITIES ARE LISTED FOR EACH AREA. PLANNING AND EVALUATION ARE STRESSED IN DEVELOPING TEAM TEACHING. PHOTOGRAPHS OF THE ACTIVITIES AND A 49-ITEM BIBLIOGRAPHY ARE INCLUDED. (GB)

TEAM TEACHING WITH THE TRAINABLE CHILD

A PILOT PROGRAM

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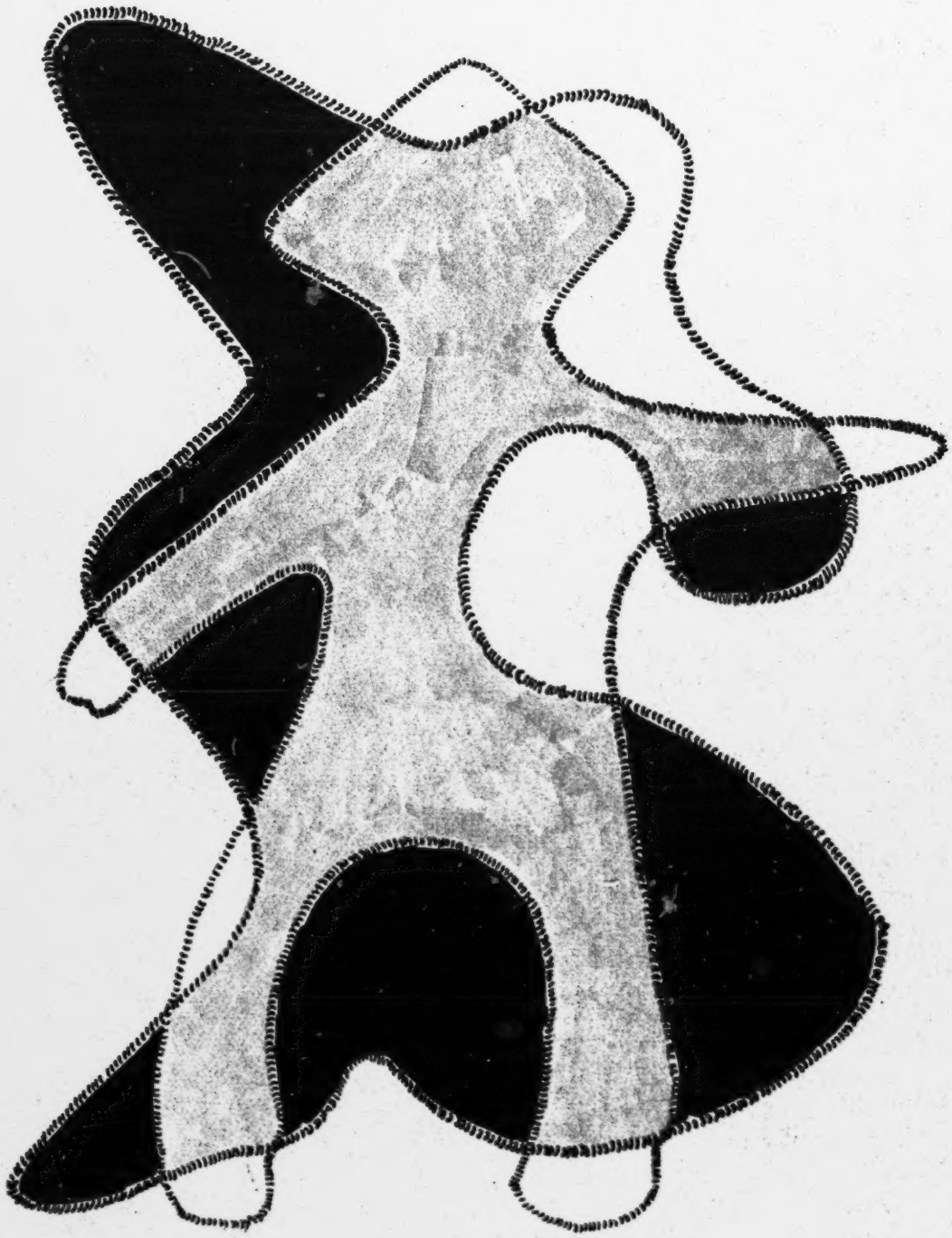

PUBLIC SCHOOLS OF WORCESTER, MASSACHUSETTS

JOHN B. DAVIS, JR., SUPERINTENDENT

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS

TEAM TEACHING WITH TRAINABLE CHILDREN
A Pilot Program

John B. Davis, Jr.
Superintendent of Schools

1966

FOREWORD

During the Summer of 1965 as a result of School Committee action which provided a sum of money for curriculum study, members of the Committee listed on the following page organized themselves for the purpose of exploring ways by which the curriculum for trainable children at our Bloomingdale School could be improved.

Their study and deliberation has produced an administrative organization which will capitalize on the particular competence of each teacher and the more effective sharing of certain of the tasks of teaching which are associated with teaching the trainable child.

I am convinced that the effort of this Committee will bear good fruit and that our boys and girls at the Bloomingdale School will benefit as a result of this study.

I congratulate all who contributed to this report.

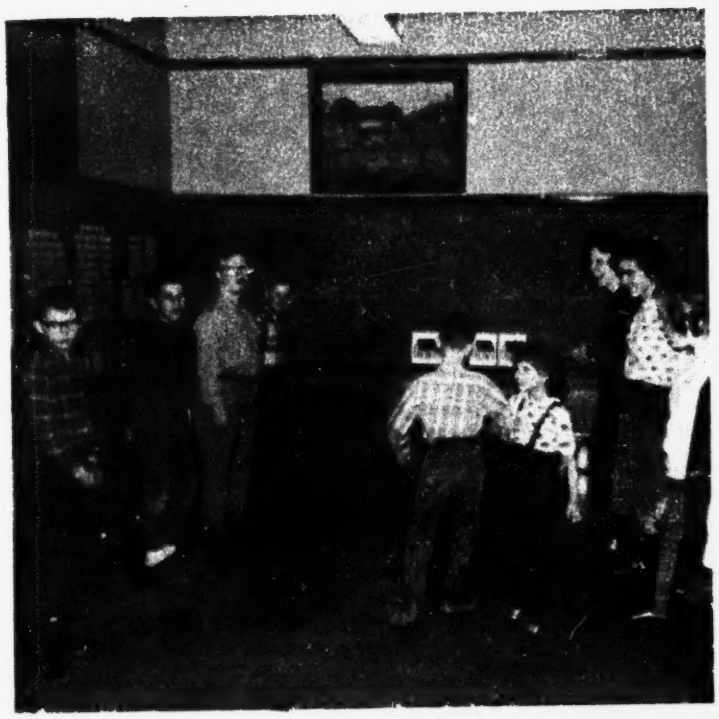
John B. Davis, Jr.
Superintendent of Schools

February 7, 1966

COMMITTEE FOR SUMMER PROJECT
JUNE, 1965
BLOOMINGDALE SCHOOL #1

Miss Marion M. Campbell, Director
Division of Special Education
Worcester Public Schools

Miss Mary J. McDermott, Principal
Mrs. Katherine L. Foley, Teacher
Mrs. Isabelle M. Bain, Teacher
Miss Mary L. Butler, Teacher



Bloomingdale School in Action

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PART I

INTRODUCTION

Influenced by the rapid changes in all phases of modern life, administrators of the trainable children at Bloomingdale School are taking a long, hard, critical look at their present program. There have been many satisfactions and much praise through the years since Bloomingdale School for Trainable Children was established in April, 1953. The present program could probably be continued with proud complacence for many years to come. But as an artist stands back from time to time to get a better perspective of his painting, so we now stand back to eye critically the effects of our teaching. We will search for flaws or for opportunities to better our training of the retarded children. We will try for a deeper development of their limited potentialities for a happier life.

In studying various articles on the subject of Team Teaching, we have found the one in the March, 1964 issue of Exceptional Children Bulletin to be of the most help, since the situation described is the one most like our own. This article describing the program at the Slover School in Fontana, California, has been of practical help to us in arranging our own program. We have been in correspondence with the co-author of the article, Mrs. Katherine Olsen, and are most grateful for her kind words and helpful material. Perhaps we shall be able to reciprocate when our project is underway.

As with the Slover School, the physical set-up, i.e., the classrooms, visual aids room, kitchen, etc., is as well adapted to our program as could be expected in an older building.

The staff has already been combining efforts and children in some phases of the curriculum. Special teachers of music, art and speech implement the staff.

The basic change in our program is the planned interchange of children according to abilities and needs.

In the Slover Program the schedule was planned so that each child was placed in the group where he could receive training with the greatest benefit. Grouping was changed as frequently as it became apparent that a child would benefit from such change. This we also plan to do.

In inaugurating such a program, it was noted that the most important asset was the interest and enthusiasm of both teaching and administration members.

NEED FOR A CHANGE

Special education depends upon an intensive infusion of new knowledge, not the perpetuation of past practice. There is an indication that educational practice is undergoing examination from within the field and that highly competent educators are viewing their field in a more reflective manner and are seeking new objectives in education, including revisions in theories of learning. The release from habitual routines in instruction and from the need for identification with related "status" scientific area is reflected in recently apparent willingness to experiment, to try previously unemployed techniques and methods, and to utilize appropriate scientific findings. The work has just begun and the continuing "explosion of knowledge" must be translated into realistic techniques and materials.

The basis of effort is hope, not preconceived limits. Based on recent research and observation, some special educators are proposing a review of present methodology and specified curriculum content. They question seriously the programs built on the proposition that children should be exposed only to what is deemed within the pupil's grasp.

Improvement of education for the exceptional children is a co-operative endeavor, not a power struggle. Progress for all areas of exceptionality is progress for each. Progress in knowledge and techniques in one area of exceptionality should be shared and tested in others.

Some people resent change - others welcome it. Thus we stand on the threshold of a new era that must not be diluted by blind clinging to what has been done in the past. We must not be complacent about our past successes and self-congratulations.

Special education is not an institution to be maintained with a minimum effort. Each of us is wielding an influence on its direction of change. This is a call to accept responsibility, but in addition it is a challenge to cut new pathways for exceptional children and further to effect world changes in their behalf.

Our complaints must be that we have not achieved enough, that our effort needs redoubling, that the struggle without end is possible only through the special education's movement to perfect its effort.

Modern life is changing fast and special education is changing more swiftly than many other fields.

"The Sword and the Spirit" - Frances P. Connor

Exceptional Children, May, 1964

A major consideration in wishing to regroup children is the fact that although, according to theory, children in the trainable category are incapable of learning academic subjects, there have been, in fact, many children through the years who have been taught the rudimentary three R's (reading, pre-primer, primer levels and occasionally first and second grade levels). Many children have been re-evaluated after a period of observation and advanced to educable classes. It is our feeling that a child showing any indication of being capable of doing academic work should be given the opportunity for doing so, regardless of any numerical score that accompanies him. This we believe while fully aware of the criticisms of such reading as "parrot-like", "word-calling", "uselessness".

Because the greater number of children do remain in our school for a considerable length of time, it is quite possible for them and their teachers to get into a comfortable rut. With a more active and stimulating program, children should show greater interest and develop better social skills. These results, at least, are what we hope to attain. We realize that the demands on a teacher's time in preparation for this program are admittedly great, but to quote from the Slover article: "Where thought, effort, cooperation, or creative ingenuity are lacking, failure can be predicted. Where they are present, a satisfying degree of success can be expected." [1]

[1] "Team Teaching with the Mentally Retarded", Harris Taylor, Katherine Olsen, Exceptional Children, Vol. 30, Number 7, March, 1964, p. 309

Observations indicate that there is a relatively wide range of ability within our trainable group which appears to require considerable differentiation on the part of teachers with respect to the classroom demands placed on the children.

It is difficult to distinguish the child whose mental retardation can be alleviated to some degree from the child whose mental disability is irreversible. We have been aware of the difficulty for some time. Perhaps with a more varied program and pupil contact with several teachers, a pooling of observations and intuitions may recognize a child who has potential for more progress through specific helps.

We expect the attempt to change our program will be a decided challenge to our teachers. We have reached an agreement with those educators who say there is no adequate theory of intelligence and those who state there is no such thing as capacity of a child, that a child has many capacities.

We shall try to meet the challenge of the educator who said, "In a sense, the capacity of children depends upon the resourcefulness of their teachers".

"Capacities of Children" - Maynard C. Reynolds

Exceptional Children, March, 1965, pp. 339-342

GENERAL OBJECTIVES

"..it would appear that the basic philosophy should be that these children are children, and that the general aim should be to help each realize his maximum potential, just as every child." [1]

"The development of the individual to the limit of his capacity for complete living is still the major purpose of education."[2]

The above theme is to be found in all books and articles dealing with the philosophy of education. It is perhaps most often repeated in literature concerning the retarded child. Its importance is of no less concern to us in our own little corner of education. With this in mind, we have established the following general objectives for our fluid program:

1. To increase instructional effectiveness
2. To challenge more able pupils and to encourage slower pupils
3. To establish appropriate groups for specific instructional purposes
4. To avoid status distinctions in grouping
5. To make individual decisions regarding group membership
6. To encourage the development of personal, social and basic skills of community living.

1 Education of the Severely Retarded Child - Classroom Programs, U. S. Department of Health, Education, and Welfare, OE-35022 Bulletin 1961, No. 20, p. 26

2 An Educational Platform for the Public Schools, Committee of Superintendents, Inland Press, Inc., Chicago, Illinois, 1952, p. 3

Within the special class, learning activities should be meaningful and have purpose and value. The children should have a reason for learning. Realistic stress should then be introduced so that they will have the drive or motivation required to learn. However, the demands for performance should be of such level that the children can achieve them with the application of some effort. The teacher must approach the education of mentally handicapped children with a positive rather than a negative attitude. THIS IS WHAT THEY CAN LEARN TO DO.

"Theoretically, a child with an IQ below 50 cannot learn to read. However, after a prolonged readiness program, some of these boys and girls do experience a degree of satisfaction which accompanies ability to read...Reading brings social approval. A child who can read even on a low level finds himself less different from the average person because effort has been made to teach him the enjoyment of books and the utility of reading signs and directions."

"...the fact remains that, with a trend for severely retarded children...greater skills in reading and writing can be developed and may be maintained in those near the upper limits in verbal ability."

The Challenge of the Retarded Child - Sister Mary Theodore, O.S.F. Bruce Publishing Co., Milwaukee, Wisconsin, 1959, p. 76

"Verbal Development in a Mongoloid", Exceptional Children, May V. Seagoe, February, 1965, p. 275

Keeping the performance level of each child in mind at all times, daily goals are set that require each one to strive, and by striving, to reach the goal. This goal is increased slightly as the child grows and improves in performance. In this way the mentally handicapped child leaves school having learned the most efficient use of the tools and understandings that will promote his most effective personal and social adjustment for the rest of his life.

Instructional periods are geared to increasing the children's general competence. Activities such as arts and crafts, music and organized games are included in this category. By developing motor skills the classroom programs may contribute to the child's learning of the specifics of self-help. Motor coordination may be developed through the use of play equipment, manipulation of clay and cutting paper. Some of the manipulations performed in carrying out these activities are similar to the manipulations required for buttoning, tying, using utensils and other self-help activities.

Reference: Research Monograph: Effects of Community and Institutional School Programs on Trainable Mentally Retarded Children - Council for Exceptional Children

Advantages of Program:

Teachers will know more children better through close observation. By combining their observations of children's efforts and behavior, better plans for their development may be made.

Pupils will develop greater social skill by widening their acquaintance and contact with more teachers and more children.

Pupils will have greater interest and motivation by participating in activities in different rooms with different teachers.

As a result of improved guidance and the lively program of changing activities, fewer behavior problems will arise.

Disadvantages:

Unrealistic evaluation can result from trying to meet needs without schedule modification or flexibility.

Undefined goals produce frustration - careful planning needed.

Operational acceptance critical factor in success of project. Teachers must be willing participants.

CAUTION: Children must not necessarily be excluded from certain programs because of a lack of ability if a need for the program is indicated for these children. For example, a poor singer who loves to sing, or a poor artist who loves to paint, etc. Such programs can be adapted so as not to interfere with selected singers, or artists, for finished productions.

Planning for Program: (General)

The wide variance in the abilities of trainable children requires detailed curriculum planning for each child. In order to do this kind of planning, the teacher must have considerable information in regard to the child's present level of development, a clear conception of the immediate and long range goals and a basis for evaluating the child's progress toward these goals. Since the educational planning for trainable children is a continuous process, adequate opportunity must be provided for meetings among all professional personnel. This is particularly important if the effectiveness is to be realistically evaluated.

There should be careful screening of children for a fluid program in order to develop a curriculum that will give the children the maximum benefit from the training program.

The curriculum should be geared to the development of social competence and these activities should be realistic in terms of age, intelligence and general maturity level of the children.

There should be adequate provisions for the supervision of the program for trainable children. There should be direct participation by the principal, supervisors, school psychologists in the planning and evaluation of the fluid program. The supervisor should provide leadership in the in-service training of the teacher.

There should be frequent parent-teacher contacts which include evaluation of the child's development and methods by which parents and teachers can aid in this development at home and at school.

Planning for Program: (Specific)

1. Planning for assignment of teachers to definite areas

2. Planning for distribution of pupils to areas where they are expected to receive greatest benefit

3. Scheduling of time

(Because of the intricacies of this detailed portion of our planning, and because its flexibility precludes the submitting of a copy of our plans, we are presenting below a sample of one of our schedules.)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:15 - 9:20	← HOME ROOM →				
9:20 - 9:40	[FLUID PROGRAM 1st period]			HOME	ROOM
9:40 - 10:00	[FLUID PROGRAM 2nd period]			HOME	ROOM
10:00 - 10:20	← HOME ROOM →				
10:20 - 10:45	← HOME ROOM →				
10:45 - 11:15	← RECESS →				
11:15 - 11:20	[FLUID PERIOD change over]			HOME	ROOM
11:20 - 11:40	[FLUID PROGRAM 3rd period]			HOME	ROOM
11:40 - 12:00	[FLUID PROGRAM 4th period]			Home Room	Group Activity
12:00 - 12:15	← HOME ROOM AND			DISMISSAL →	

CLASS ASSIGNMENT TABLE

	1st Period	2nd Period	3rd Period	4th Period	Totals
Art BAIN	10	8	7	0	25
Language ROMANO	0	8	12	10	30
Music FOLEY	10	16	0	9	35
Readiness BUTLER	6	6	6	6	24
Home Arts BASSETT	8	0	11	13	32
In class	34	38	36	38	
With "free" teacher	8	4	6	4	
Totals	42	42	42	42	

The Five Areas of Teaching: (Fluid Program)

	Estimated Number Pupils (for start of program)
Art	20
Home Arts	19
Language Activities	38
Music	38
Readiness	19

Home Room activities will be carried on according to regular schedule planned by individual teachers.

Special teachers will be scheduled for other than "Fluid Program" days.

SUMMARY

The aim of Team Teaching of the Trainable Retardate is the exploring of new ways to do a better job. It is envisioned as further improving of services to the retarded. The basic philosophy of this curriculum is that these children are children, retarded though they be, and the general aim for them is the same as for every child.

The grouping of children may be modified constantly. The groups are not static; they may be continually changed to meet the needs and growth of the students. There is a particular responsibility for the planning of the fluid program so that it is one of growth and challenge. Skills of self-care should be turned into habits of self-care; and skills of speech should be turned into habits of speech.

Team teaching allows the children showing readiness to read to learn as much as they can absorb and to retain what they have already learned.

One of the misconceptions concerning team teaching is that because a child is part of more than one group and has many teachers, the school has been departmentalized. This is not so. All teachers teach all subjects. The special talents of teachers are used to bring a richer program to all pupils.

The fact that there is a Readiness Program or a Music Program or Art Program, etc., does not mean that these programs are not also carried on in each room, to whatever extent the room teacher thinks advisable. The idea of specialized work in these areas is to develop those pupils who appear to have a degree of capability above their fellows. Programs such as this have worked well for those willing to share ideas of children, able to

accept criticism and flexible enough to change.

What we hope to accomplish in our new program may be summarized as follows:

1. Maximum exploration and development of each child's potentialities
2. Maximum utilization of teacher talent
3. Maximum utilization of material and equipment

In the words of one whose life is dedicated to helping retarded children: "They must be helped to realize that their limited lives are worthwhile, that there is joy in accomplishment, and that their conduct ought to be a consistent effort to do good and to avoid evil. Some of these boys and girls will become partially self-supporting, some will contribute to the welfare of others, but to all children, regardless of intellectual endowment, the same eternal goal is accessible."[1]

[1] The Challenge of the Retarded Child, Sister Mary Theodore, O.S.F., The Bruce Publishing Company, Milwaukee, Wisconsin, 1959

PART II

FIVE AREAS OF FLUID PROGRAM

ART

HOME ARTS

LANGUAGE

MUSIC

READINESS

(General Aims and Activities)

My Turn

at the Loom

Budding

Artists

ART

"Art means free expression - to a point - then a systematic development of art techniques. The teaching of colors, drawing, crafts and other phases of art should be developed step by step." [1]

General Aims:

1. To enrich the child's sensory experiences
2. To satisfy basic emotional needs
3. To aid motor development
4. To broaden the child's leisure time activities

Specific Aims:

1. To stimulate interest and pleasure in color
2. To become familiar with many materials, media, textures, techniques
3. To develop a satisfaction in mastery of a few simple, productive skills
4. To train motor, eye and hand coordination
5. To encourage individuality

Suggested Activities:

Ceramics - making ash trays, candy dishes, vases

Crayon - free; within lines; with stencils

Cork projects - coasters, plaques, recipe holders

Candle making - molded and honeycomb

Collages - made from scrap pieces, cotton batting, yarn, string, etc.

Enamelling on copper - pins, brooches, earrings

Fingerpainting

Jewelry making - earrings, pins, bracelets, cuff links, necklaces

Plastic casting and embedding

Lacing

Leather craft

Metal craft

Mobiles

Mosaic tile craft

Painting

Papier mache

Plaster castings

Printing

Stained glass projects

Stencilling

Styrofoam projects

Weaving

Lowenfeld says that art education has tremendous potential for the understanding of retarded children and the promoting of their creative power.

[1] Educating the Retarded Child - Samuel A. Kirk and G. Orville Johnson, Houghton Mifflin Company, 1951, p. 99

LANGUAGE

Making

Bobo

Talk

It is important that the trainable child's ability to express himself be developed to its maximum for adjustment to a group and for progress in school.

General Aims:

1. To aid the child in getting meaning from oral language, in interpreting social relationships and situations

2. To reduce frustration and sense of inadequacy by bettering the child's ability to express himself and to manipulate his environment through oral language

3. To guide and foster the child's language development through successive maturation levels - from simple naming of isolated words and phrases to sentences.

Specific Aims:

1. Opportunities for communication
2. Stimulate verbalization (association of ideas - classifying objects)
3. Listening vocabulary
4. Overcome inhibitions - foster confidence, poise and pleasure in oral communication
5. Cultivate enjoyment in listening to: conversation, stories, radio and records
6. Cultivate courtesies of spoken communication; when to listen - not to interrupt and to take turns
7. Develop ability in repeating phrases, sentences, ideas; retelling stories and experiences
8. To give practice in interpreting the meaning of pictures, directions and situations (Auditory, visual understanding)
9. Lessen gradual dependence on gestures and noisemaking as a means of communication
10. Eliminate undesirable and socially unacceptable language
11. To teach control of speech in compulsive talkers

Suggested Activities:

1. Conduct group games in understanding and following directions, e.g., "Pick up the square bead," "Put it in box under the chair."
2. Free expression related to their own experiences
3. Books and pictures (aid to increasing sentence length and vocabulary)
4. Trips and excursions
5. Stories
6. Finger games, rhymes, riddles
7. Games (especially specific question games) to help child classify fluently
8. Dramatization

Language and speech therapy techniques are also to be given careful consideration in developing a rehabilitation program for the non-verbal autistic child functioning on a retarded level.

Stimulating Speech

Party

Manners

Future

Homemakers

HOME ARTS

The objectives of home economics instruction for the mentally handicapped are similar to those for normal children. Two things are of primary importance:

1. Provision for opportunities for enrichment of child experiences
2. Guiding them in the interpretation of these, so that happy, wholesome, useful members of society may result.

Objectives:

1. To instruct in simple household duties
2. To teach the child to care for his everyday physical needs
3. To teach the child how to work and play happily with other people in a give-and-take situation
4. To teach the child to be sensitive to the needs and feelings of other people and to have a sympathy for them
5. To instill good health habits through daily classroom routine that emphasizes cleanliness and sanitation
6. To acquaint the child with the importance of good food and rest
7. To aid in social growth in good manners at table and in other social situations

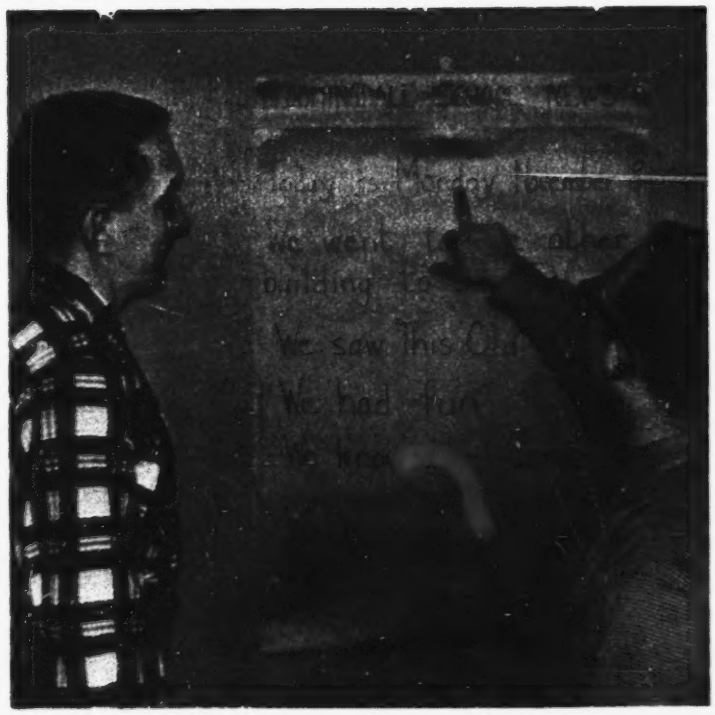
Specific Lessons:

Receiving visitors at home and school
Riding buses
Table setting
Table clearing
Refrigerator washing
Dusting
Mopping
Sweeping
Party manners
Dressing
Stove washing
Window washing
Bed making
Bed changing
Simple hand laundry
Caring for plants

The practical arts program for the severely retarded will provide the child with the background to make maximum use of the specific skills taught at this level. These activities are taught as recreational and

sparetime activities and not as activities on which a future vocation can be built.

READINESS



Current Events

READINESS

The readiness aspects of our program require extensive attention if the child's initial experiences with reading are to be successful. The fundamental principle that must be remembered in teaching readiness skills, reading skills and other skills to trainable children is that the instruction will have little or no value unless the individual has achieved sufficient developmental maturity and has had the necessary background of experiences to benefit from them.

Our Readiness Program will include:

1. Sensory Training
2. Number Skills
3. Pre-Reading activities

Sensory Training:

Visual perception, discrimination
Auditory perception, discrimination
Kinaesthetic awareness
Memory training
Lengthening attention span

Number Readiness:

Number growing out of pupil experiences; emphasis on meaning; counting, understanding, reading and writing of numbers; measuring and number processes as needed in classroom activities, games, etc.; U.S. money; fraction meanings as they occur. No organized drill.

Skills: Use of Numbers
Reading bus numbers
Location of rooms by number
Measurement - comparison
Use of terms: first, second, etc.

Counting
Attendance
Milk orders, etc.

Care of money

Time (general)

Mention direction, distances

Use of number terms

Reading Readiness:

Readiness program as needed in language and in general social and school adjustment.

Sight vocabulary sufficient for primer, first reader; protective reading as pupil's ability permits.

Activities:

Discussion about rules
Formulation, recording, reading
Safety, health, street signs and names
List of words essential for protection
Discussion of notes sent and received concerning school activities
Weather forecasts
Experience charts
Trips about building, field trips

Equipment for Readiness (Reading - Number):

Books, stories, pictures, charts, games
Television, records, record player
Vue-master, abacus, opaque projector
Film strip projector, motion picture projector
Tape recorder, manipulative tools and gadgets

Highly organized step-by-step instruction is far more essential for the trainable child and youth than for normal children. Their slower rate of learning requires an extended period of time at a specified level. Material must be presented in a greater variety of ways and can be used in more and varied situations.

MUSIC

"An appreciation of good music is cultivated because of its uplifting effects on attitude and personality." [1]

The music program possesses particular values not always present in other areas of the curriculum because the very words "music", "sing", and "dance" bring an image of JOY. These words mean FUN and it is just in this way that the music sections of TEAM TEACHING for the mentally retarded must be geared. Music and its associated forms of the dance, rhythmic activities, singing games, choral speech, band practice, clapping and the like all have a therapeutic effect of joy, gaiety, relaxation and stimulation.

Part of the Fun
Is Being Chosen
Band Leader.

[1] The Challenge of the Retarded Child - Sister Mary Theodore, O.S.F. Bruce Publishing Co., Milwaukee, Wisconsin, 1959, p. 152

It has been found that the retarded can function on a higher level in music and its related forms than in literary subjects. They perform above their mental age in physical activities such as square dancing and they need not be handicapped by their retardation in rhythms.

In the Music Area of a Team Teaching program there should be two types of regularly scheduled classes. One type of class should meet regularly and have not more than 8 or 10 in it. Then there should be another type scheduled regularly but not so frequently which is for a larger group assembled for listening, dancing or singing games.

The Firemen Chorus

A well-rounded music program should have a variety of activities. There should be rhythms, such as marching, skipping, running. There should be rhythms which are free, directed or patterned. Vocal music will of

course be a primary aim. There will be singing games, rhythm band, knowledge of the instruments of the orchestra by sight and sound. Dancing of all varieties, square, round, folk, Indian, for fun and frolic. There will be choral recitations and just listening for enjoyment.

Music serves a variety of purposes. It may be used as recreation, as art and as therapy. It can set a mood, it can be used for auditory training, it can be used as a tool for learning. Songs of love for family, love of God, love of country can be taught. The songs of the seasons, of weather, of good manners, of safety. Songs about the helpers in our community, songs of broadening experiences, such as circuses, farms, picnics all can be taught.

It gives an opportunity for social growth by listening to records together, by singing together, by square dancing. All offer an opportunity for such growth through a sense of belonging.

It aids in physical growth by improving coordination and it also aids in spiritual growth shown in the joy of participation and the happiness and satisfaction of achieving.

CONCLUSION

Members of the Bloomingdale School teaching team can help each other to achieve greater maturity by agreeing with each other to do so, and the dividends will be passed on to the trainable pupils in a truly cooperative venture leading them to healthy and enriched lives.

If there are key words in the formation of a team, they are planning and evaluation. This planning, revision and evaluation must be consistent and candid throughout the entire project.

Team teachers know where they are leading, and they are working intensely to find the best way to reach their goals. It is not a simple project, but we expect it to be tremendously satisfying and challenging.

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